DOCUMENT RESUME

ED 369 824 TM 021 478

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TITLE School Based Improvement: Changes in AISD, 1992-93. Publication Number 93.32.
INSTITUTION Austin Independent School District, Tex. Office of Research and Evaluation.
PUB DATE Nov 93
NOTE 45p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Achievement; *Accountability; Budgeting; Cooperative Programs; *Decentralization; *Decision Making; Educational Environment; Educational Improvement; Educational Objectives; Elementary Secondary Education; Leadership; Parent Participation; Pilot Projects; Program Implementation; School Business Relationship; School Districts; *School Restructuring; School Role; Staff Development; Surveys; *Teacher Attitudes; Teaching Methods
IDENTIFIERS *Austin Independent School District TX; IBM Corporation; Project A Plus Elemen Techn Demonstration Schools

ABSTRACT

In 1989, a long-term partnership began between International Business Machines (IBM) Corporation and the Austin Independent School District (AISD) to form Project A+ (later named the A+ Coalition), a program designed to be a catalyst for educational improvement by identifying fundamental changes needed to enhance education and to marshal community support for those changes. School Based Improvement (SBI) is a vehicle for restructuring schools to meet these goals. It is based on the concepts of decentralization of decision-making authority, shared decision making, and accountability. Impact is felt mainly in budget development, instructional delivery, staffing, and staff development. After pilot tests in 1990-91 and 1991-92, AISD began districtwide implementation of SBI in 1992-93. Surveys of 277 teachers and 52 parents in 1993 indicated that SBI is partially implemented, with six of nine core components in place. Most teachers believe that the school board and central office support, which are considered as still lacking, will be essential to program success, and that overall not enough support is available. Recommendations are made for completing the implementation of SBI, with emphasis on parent participation, staff development, and the roles of individual campuses. Eleven figures present survey findings. Eight attachments contain supplemental information and SBI models. (Contains 10 references.) (SLD)

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Austin Independent School District
Office of Research and Evaluation

School Based Improvement
Changes in AISD
1992-93

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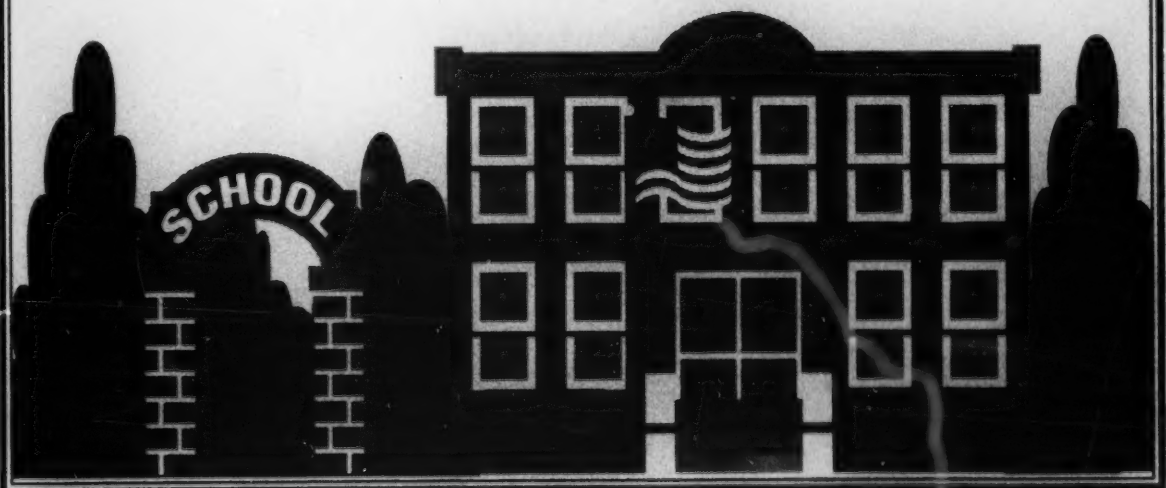

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School Based Improvement: Changes in AISD, 1992-93

Executive Summary

Austin Independent School District
Office of Research and Evaluation

Authors: Melissa Sabatino, Marilyn Rumbaut

Program Description

In the spring of 1989, a long-term partnership began between International Business Machines (IBM) Corporation and the Austin Independent School District (AISD) to form Project A+ (now the A+ Coalition). The A+ Coalition was designed to act as a catalyst for educational improvement by identifying fundamental changes necessary to enhance education, and to marshal community support for those changes in order to ensure a quality educational environment for Austin.

School Based Improvement (SBI) is one vehicle for restructuring schools to meet this goal. The SBI model is based on the allocation of decision-making authority and local accountability to the campus as the primary means for improving student achievement and school climate. SBI is founded on the premise that improvement is the goal of every school, and that the measure of improvement is growth in student learning.

SBI is based on three fundamental concepts:

1) Decentralization of decision-making authority,
2) Shared decision making, and
3) Accountability.

SBI affords campuses more flexibility and greater decision-making authority in four major areas:

1) Budget development,
2) Instructional delivery,
3) Staffing, and
4) Staff development.

For evaluation purposes, an index to measure SBI implementation was developed by ORE staff. The index incorporated the nine core components deemed essential to SBI implementation. These nine core components are:

- Campus leadership team (CLT),
- Campus improvement plan (CIP),
- Collaborative decision making,
- Communication,
- Training,
- Parental/community involvement,
- School Board support,
- Central office support, and
- Assessment/evaluation.

In 1990-91, 16 schools were selected to pilot SBI. Those schools were joined by 12 additional schools during 1991-92. As mandated by HB 2885, AISD began districtwide SBI implementation in 1992-93.

Major Findings

1. According to teachers surveyed in spring 1993, SBI is partially implemented. Teachers believe that six of the nine core program components are in place, while three components (School Board support, central office support, and training) are not. (Page 9)

2. Schools staffs which have received Accelerated Schools training rate SBI implementation as partially implemented. However, the implementation score of 6.5 is higher than the District average of 5.4 (on a scale from 0 to 10). The scores of campuses which had implemented the Accelerated Schools framework equal or exceed the District average for all nine core components. (Page 9)

3. A majority (63%) of teachers surveyed believe that School Board and central office staff support is essential to SBI success. Nearly all teachers (93%) did not perceive that enough support is available. (Page 14)

4. From 1991 to 1993, teacher responses to items on the School Climate Survey showed a significant decrease in agreement with the 10 items which have the highest correlation with teachers' perceptions of being treated as professionals and their belief in students' ability to achieve mastery. (Page 16)

5. A three-year trend analysis of the School Climate Survey shows that many schools with SBI in place for three years have levels of agreement equal to or below those documented before the implementation of SBI. (Page 17)

6. Over half the parents surveyed believe that teachers and administrators have not completely accepted parental involvement on the Campus Leadership Team and other school committees. (Page 23)

Budget Implications

Mandate:
SBI mandated by the Board of Trustees.

Fund Amount:
$110,262

Funding Source:
Local

Implications:
Continuation of SBI resources will be of vital importance if SBI is to be fully implemented districtwide.

Recommendations

1. If SBI is to be fully implemented, detailed guidelines need to be formulated which specify the decision-making authority, responsibility, and accountability of campuses. These guidelines need to be disseminated to all Campus Leadership Teams (CLTs) and central office staff. If the School Board, central office staff, administrators, and teachers shared a common SBI agenda, the perception of partial implementation and a lack of support for SBI might be altered.

2. Each school should identify its own staff development needs and request support from its area superintendent.

3. All parents should be encouraged to participate fully in SBI and other school activities. The schedule of working parents and community representatives should be considered when setting and changing CLT meeting times. An effective system of communication should be established and maintained so that all parents are kept informed of decision-making activities.

PROGRAM EFFECTIVENESS SUMMARY

School Based Improvement

PROGRAM	Rating	Allocation (Cost)	Number of Students Served	Cost Per Student
SBI - All Campuses	0	$108,398	69,440	$2

Rating is expressed as contributing to any of the five AISD strategic objectives

+	Positive, needs to be kept and expanded
0	Not significant, needs to be improved and modified
-	Negative, needs major modification or replacement

Cost is the expense over the regular District per-student expenditure of $4,000.

0	*No cost* or minimal cost
$	*Indirect costs* and overhead, but no separate budget
$$	*Some direct costs*, but under $500 per student
$$$	*Major direct costs* for teachers, staff, and/or equipment in the range of $500 per student or more.

Open Letter

What does School Based Improvement mean? When that question is asked across the District, one receives many different answers. There is a lack of consensus among AISD personnel about what SBI is and how it will affect the District. Districtwide, each campus leadership team has a somewhat different perception of SBI and is grappling to understand what decisions it has the authority to make. For example, during 1992-93, one elementary school decided not to test one grade of students. Not only was this decision against the District mandate, it affected more than just the campus because District test averages had to be recalculated for comparisons.

Several factors have led to the confusion concerning SBI:

- Lack of clear definitions, guidelines, and objectives for implementation;
- General confusion concerning decision-making parameters;
- The perception of too little School Board and central office support;
- Lack of adequate training, direction, and resources for local campuses;
- Difficulty with the concept of consensus;
- Difficulty implementing SBI when a principal is "noncollaborative" by nature; and,
- Time constraints.

Each campus is also at a different stage of readiness to accept SBI, as some schools do not want the SBI decision-making authority nor the accountability. Some administrators, teachers, and parents view SBI as being forced upon them by central office and the School Board. Other schools want the decision-making authority but do not want the accountability that accompanies that authority. Still other schools welcome all of the SBI decision-making authority and accountability. These different stages of readiness were not considered when training first occurred. Every school, no matter the level of readiness, received the exact same training and preparation. Therefore, some schools did not receive the specific training needed to implement SBI fully.

The SBI portion of the *1993-94 District Improvement Plan* is designed to improve the effectiveness and efficiency of the organization and management of SBI, define accountability for student outcomes, help AISD become the nation's first Accelerated Schools district, and develop greater leadership at the campus level.

SBI is not yet fully implemented in AISD. If SBI is to be fully implemented, detailed guidelines need to be formulated which specify the decision-making authority, responsibility, and accountability of campuses. These guidelines need to be disseminated to all Campus Leadership Teams and central office staff. If the School Board, central office staff, administrators, and teachers shared a common SBI agenda, the perception of partial implementation and a lack of support for SBI might be altered.

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CONCLUSIONS AND RECOMMENDATIONS

The 1992-93 school year was the third year of SBI; however, it was the first year of SBI implementation for all District schools. *Student achievement has slightly increased districtwide from 1991-92 to 1992-93.* The Academic Excellence Indicator System (AEIS) shows that student performance on the Texas Assessment of Academic Skills (TAAS) at grade 3 improved from below the group average to 3.6 percentage points above the group average of 100 similar schools. Grades 7 and 9 remained above the group average of 100 similar schools; however, the relative advantage of AISD in comparison with the group diminished by 1.2 and 9 percentage points, respectively. Districtwide, students performed slightly better on the ITBS/NAPT in 1992-93 than in 1991-92. AISD students taking the Scholastic Aptitude Test (SAT) scored better in both the verbal and mathematics portions of the test compared to last year.

A staff survey showed that SBI was only partially implemented districtwide, and it was unlikely that program outcomes would be achieved. Teachers felt the three components that were minimally implemented were school board support, central office support, and training. SBI implementation varied from campus to campus, and the length of time a campus had been an SBI school did not necessarily indicate complete SBI implementation. Schools involved in SBI for three years rated implementation lowest, while schools which received Accelerated Schools training rated implementation highest.

SBI has not increased school climate at campuses across the District. The percent of teachers who "agreed" or "strongly agreed" decreased from 90% in 1990 to 86% in 1993 across the 24 items on the School Climate Survey. From 1991 to 1993, teacher responses on the School Climate Survey showed a decrease in agreement to items making up two major factors: teachers being treated as professionals and teachers' belief in students' ability to achieve mastery.

In the 1992-93 parent survey, parents said the most important change produced by SBI was improved communication with parents. However, they believed that many parents still were not being reached as SBI has not increased <u>new</u> parent/community participation at the schools. Most of the parents involved with SBI are the parents who are involved in most other school activities. Parents also said that community participation in SBI schools has also not reached the required levels.

In the area of the curriculum, parents said that under SBI initiatives, campuses were developing specific programs to meet student needs. These programs included year-round school, changes in dismissal times and teacher planning periods, the institution of a whole language program, implementation of Spanish curriculum into kindergarten and grade 1, integrated curriculum, and improvements to science and computer facilities.

Based on these conclusions, the following recommendations are offered:

1. If SBI is to be fully implemented, detailed guidelines need to be formulated which specify the decision-making authority, responsibility, and accountability of campuses set out generally in District policy EAB (Local). These guidelines need to be disseminated to all Campus Leadership Teams and central office staff. If the School Board, central office staff, administrators, and teachers shared a common SBI agenda, the perception of partial implementation and a lack of support for SBI might be altered.

2. Each school should identify its own staff development needs, and request support from its area superintendent.

3. All parents should be encouraged to participate fully in SBI and other school activities. The schedule of working parents and community representatives should be considered when setting and changing Campus Leadership Team (CLT) meeting times. An effective system of communication should be established and maintained so that all parents are kept informed of decision-making activities.

INTRODUCTION

School Based Improvement (SBI) began in AISD in the 1990-91 school year. This is the second evaluation report for the project. See *Project A+ School Based Improvement in AISD 1991-92* (ORE Publication No. 91.32) for an evaluation of the first two years of the program.

SBI is an outgrowth of the A+ Coalition partnership between AISD and IBM. The A+ Coalition was designed to act as a catalyst for educational improvement by identifying fundamental changes necessary to enhance education, and to marshal community support for those changes in order to ensure a quality educational environment for Austin.

SBI was developed by the A+ Coalition Empowerment Momentum Team and the A+ Coalition Strategic Planning Team. SBI is a model based on the allocation of decision-making authority and local accountability to the campus as the primary means for improving student achievement and school climate. **The SBI concept is founded on the premise that improvement is the goal of every school, and the measure of improvement is growth in student learning.** See Attachment A for the current SBI model developed by the Empowerment Momentum Team during 1992-93, and Attachment B for the first SBI model developed in 1990.

During the 1990-91 school year, the A+ Coalition Strategic Planning Team, a group of community members and staff drafted the first four of AISD's strategic objectives. The fifth strategic objective was added by the Board of Trustees. These objectives are seen as measurable, student-based outcomes that AISD will achieve as it fulfills its mission:

- **Every student will function at his/her optimal level of achievement and will progress successfully through the system;**
- **All students will function successfully at or above international standards;**
- **One hundred percent of all students who enter AISD will graduate;**
- **After exiting AISD, all individuals will be able to perform successfully at their next endeavor; and**
- **AISD will upgrade the quality of course content and the effectiveness of instruction.**

Building on these AISD objectives, the AISD Strategic Plan was developed. This plan, completed in October 1991, details 12 strategies which are broadly stated means of deploying resources to achieve the AISD strategic objectives. The Strategic Plan is to operate as the

driving force for SBI, as well as all other District projects/activities. See Attachment C for the Strategy II Action Plan Summary which specifically focuses on the basic principles of SBI.

In the spring of 1992, a District SBI Committee for Policies, Plans, and Parameters was established, representing central office administrators, principals, teachers, parents, and students. This committee was charged with developing an initial plan, soliciting wide community input, and reviewing and revising District policies and regulations in order to establish roles of District and campus staff and committees in preparation for taking SBI districtwide in 1992-93. The SBI policies established by this committee were adopted by the School Board in June 1992. See Attachment D for a copy of the District policy on SBI.

SBI is designed to afford campuses more flexibility and decision-making authority in four major areas: budget development, instructional delivery, staffing, and staff development. SBI also involves changing the role of central office from centralized decision maker to facilitator and resource-provider for the campuses.

In the spring of 1990, all AISD schools were invited to apply to become SBI schools. The 16 schools selected to pilot SBI in 1990-91 were joined by 12 schools during the 1991-92 school year. As mandated by House Bill 2885, AISD began districtwide SBI implementation in 1992-93. See Attachment E for a copy of HB 2885.

This evaluation looks at SBI on all AISD campuses, with special emphasis on the impact of different training (i.e., Accelerated Schools training and Quality Schools training). The goal of Accelerated Schools, developed by Dr. Henry M. Levin, is to create schools of excellence for all students so that each child has the opportunity to succeed as a creative, critical, and productive member of society. Accelerated Schools are encouraged to speed up the learning process. At-risk students need a speeded-up learning process instead of protracted remediation, which Accelerated School proponents describe as retarding.

Proponents of Quality Schools operate on the premise, developed by Dr. William Glasser, that schools are currently mismanaged. Quality Schools aim to replace a centralized decision-making management model with a new method of management, which focuses on how teachers can manage students more effectively and on how administrators can use the same strategies to manage teachers. Quality Schools also focus on helping all students to do significant amounts of high quality work instead of just meeting minimum requirements.

This report is divided into seven sections. The first section contains conclusions and recommendations, while the second section provides an introduction to the report. The third section, the evaluation overview, provides information on the evaluation measures, and the fourth section details student achievement across the District. The fifth section evaluates SBI implementation, and the sixth section examines school climate. The final section details results from the 1993 parent survey.

Evaluation Overview

The SBI evaluation plan, published in *The Research & Evaluation Agenda for AISD* (ORE Publication No. 92.07), structured the evaluation around three educational issues pertaining to SBI:

1) How effectively SBI concepts have been implemented in AISD,
2) What impact SBI changes have had upon the District, and
3) How schools demonstrate the principles of SBI.

Several methods were used to collect data to address these three issues, including staff interviews, the administration of an implementation index, the School Climate Survey, and parent interviews. Area superintendents were interviewed by ORE staff in an effort to collect central office viewpoints concerning SBI.

An implementation index to measure districtwide SBI implementation was developed by ORE staff. The implementation index was structured around nine core components considered to be essential to full SBI implementation. The nine core components are: *campus leadership team, campus improvement plan, collaborative decision making, communication, training, parental/community involvement, school board support, central office support, and assessment/evaluation.* See Attachment F for a copy of the Implementation Index.

Data were also collected via the annual School Climate Survey. The belief that a school's environment or atmosphere can affect student achievement is widely held. Research on the unique effects of different school environments has supported the contention that school characteristics are important. Research efforts are directed at identifying effective schools and their characteristics (Good & Brody, 1986). To determine school climate, ORE administers an annual School Climate Survey. The survey asks teachers to respond to 24 statements by answering either "strongly agree," "agree," "disagree," or "strongly disagree." For further information, see *It's About Schools: 1992-93 Report on Surveys* (ORE Publication No. 92.37), *A Study of School Climate and Student Achievement* (ORE Publication No. 91.17), and *School Climate in AISD* (ORE Publication No. 91.38).

To determine parental attitudes towards SBI, a parent survey was conducted. The survey was intended to solicit the opinions, perceptions, and comments of a sample of parents who are currently involved in the SBI program on their children's campuses. Each school was contacted and asked to identify two parents involved in the SBI process at that school. A sample of 52 parents was contacted by telephone during April and May 1993. *Survey results should be interpreted with caution as the results are not from a random sample of all parents at the school, but are rather from a sample of those parents known to be extremely involved with SBI.*

STUDENT ACHIEVEMENT

This section details changes in student achievement using the Academic Excellence Indicator System (AEIS) developed by the Texas Education Agency (TEA), Iowa Tests of Basic Skills (ITBS) and Norm-referenced Assessment Program for Texas (NAPT) scores, and Scholastic Aptitude Test (SAT) scores.

AEIS

The Texas Assessment of Academic Skills (TAAS) is a criterion-referenced test (CRT) which is designed to measure a well-defined set of skills and to reference students' scores to a mastery criterion for that set of skills. The skills are a subset of the Essential Elements adopted by the State Board of Education. TAAS was given to students in grades 3, 7, and 11 during fall 1992 and to students in grades 4, 8, and 10 during spring 1993. See Attachment G for a listing of AEIS indicators by school.

AEIS uses fall TAAS scores to compare AISD with similar school districts across the State. AISD is included in Group 16, which includes districts with an enrollment of over 10,000 students, above-average wealth, and an above-average percentage of students who are economically disadvantaged. Analyzing the relative position of AISD with the averages for the comparison group for the last two years, the following observations can be made.

- TAAS performance at grade 3 improved from 1991-92 to 1992-93 from below the group average to 3.6 percentage points above the group average.

- TAAS performance at grade 7 was above the group average for both years. However, the relative advantage of AISD in comparison with the group diminished by 1.2 percentage points.

- TAAS performance at grade 11 was above the group average both years. However, the relative advantage of AISD in comparison to the group diminished by 9.0 percentage points.

ITBS/NAPT

During the 1992-1993 school year, schools administered the Iowa Tests of Basic Skills (ITBS) and the Norm-referenced Assessment Program for Texas (NAPT), both norm-referenced tests (NRTs). The ITBS was given to grades 1-2 and the NAPT was given to grades 3-11. An NRT is designed to measure student achievement in broadly defined skill areas that cover a wide range of achievement. Scores from NRTs (e.g., percentiles and grade equivalents) compare a student's performance with that of a nationwide sample of students at the same grade. National norms provided by the test publisher are used.

Figure 1 displays 1991-92 and 1992-93 ITBS and NAPT tests (1992 norms).

FIGURE 1
COMPARISON OF 1991-92 AND 1992-93 ITBS/NAPT SCORES FOR ALL GRADES

	1991-92	1992-93	Change
Grade 1			
Reading	53	54	+1
Mathematics	51	55	+4
Grade 2			
Reading	65	67	+2
Mathematics	65	66	+1
Grade 3			
Reading	54	56	+2
Mathematics	62	64	+2
Grade 4			
Reading	54	58	+4
Mathematics	58	63	+5
Grade 5			
Reading	52	52	0
Mathematics	58	54	-4
Grade 6			
Reading	48	51	+3
Mathematics	49	50	+1
Grade 7			
Reading	50	52	+2
Mathematics	48	49	+1
Grade 8			
Reading	53	52	-1
Mathematics	52	50	-2
Grade 9			
Reading	49	56	+7
Mathematics	48	54	+6
Grade 10			
Reading	56	54	-2
Mathematics	59	57	-2
Grade 11			
Reading	55	56	+1
Mathematics	59	64	+5

Districtwide, students performed better on the ITBS/NAPT in 1992-93 than in 1991-92.

SAT

AISD students taking the Scholastic Aptitude Test (SAT) scored better in both the verbal and mathematics portions of the test compared to last year. Results of the SAT show an increase of one point, from 435 to 436 on the verbal portion of the test, and an increase of two points from 494 to 496 on the mathematics section. AISD scores continue to remain well above State and national scores on both portions of the SAT. Texas averages were 413 on the verbal test and 472 on the mathematics test. National averages were 424 on the verbal and 478 on the mathematics portions of the test.

IMPLEMENTATION INDEX

METHOD

In an effort to measure the extent of program implementation in AISD, an implementation index was developed by ORE (see Nichols, 1993). The Implementation Index was designed to measure implementation by dividing a program into separate components and measuring the degree of implementation of the components, each of which has been weighted by its relative importance to the program. A program implementation score was obtained by dividing the sum of each component's weighted score by the sum of each component's weight.

ORE staff determined that nine components were essential to successful SBI implementation:

- Campus leadership team;
- Collaborative decision making;
- Training;
- School Board support;
- Assessment/evaluation;
- Campus improvement plan;
- Communication;
- Parent/community involvement; and
- Central office support.

These nine core components are discussed below in more detail.

Four randomly selected teachers at each of 90 AISD campuses were asked to complete the Implementation Index during the ORE Coordinated Survey in March 1993. Of the 362 surveys sent out, 277 were returned, a response rate of 76.5%.

Teacher participants first assigned each of the nine components listed above a weight relative to its overall importance to the implementation of SBI. The teachers were instructed to rate each component on a scale of 0 to 10; a 10 meant that without this key SBI component, no activities or benefit could be achieved. They then rated each factor regarding its current contribution to meeting SBI objectives on that individual campus, using the same 0 to 10 scale. In this case, a 10 was fully contributing to meeting SBI objectives, while a 0 was not contributing to meeting SBI objectives. Using these ratings, a districtwide program implementation score was calculated, as well as an implementation score for each school from which completed surveys were received. See Attachment F for a list of questions on the Implementation Index.

The **interpretation** of program implementation scores is based on a 0 to 10 scale. A score of 10 means that the program is *perfectly implemented*, while scores ranging from 8.0 to 9.9 signify that *full program implementation* has occurred. Scores ranging from 5.0 to 7.9 mean that program components are in place and *partially implemented*. Scores between 4.9 and 2.0 mean the program components are *minimally implemented*, while scores below 1.9 signify that the program is *not implemented*.

RESULTS

According to the teachers surveyed, SBI is only partially implemented. Teachers believe that six of the nine core SBI program components are in place, while three components (School Board support, central office support, and training) are not.

SBI overall implementation scores range from 5.7, at schools implementing SBI for two years, to 4.9 at schools implementing SBI for three years, for a District average of 5.4. See Figures 2 and 3.

The variation in these scores can be attributed to several factors. The scores assigned to these factors mean different things to each person (e.g., the score of 5.0 to one person does not necessarily mean the same thing as a score of 5.0 to the next person). Also, schools that have been involved in the SBI process three years may expect more implementation than schools in the first year of implementation.

Several schools across the District received additional training in school management and school reform. **Schools which have received Accelerated Schools training rated SBI implementation as partially implemented. However, the implementation score of 6.5 was higher than the District average. Accelerated Schools' implementation scores exceeded or equalled the District average for all nine components.** See Figures 2 and 3.

Schools which have received Quality Schools training rated SBI implementation as minimally implemented at those schools. The score at Quality Schools, 3.9, was the lowest among all groups of schools. Quality Schools' implementation scores were below the District average for all nine components. See Figures 2 and 3.

Campus Leadership Team

The Campus Leadership Team (CLT), comprised of the principal, teachers/staff, parents, and community representatives, is responsible for making significant decisions which affect their school. The CLT is intended to replace what some regard as the traditional central office structure of centralized decision making, as the schools make decisions and assume responsibility for change and educational improvement.

Districtwide, teachers believe the CLT is only partially implemented; however, it is the most implemented component of the nine core components. Schools implementing SBI for three years had the lowest CLT score, compared with schools implementing SBI for one year, which had the highest implementation score. See Figures 2 and 4.

FIGURE 2
IMPLEMENTATION INDEX SCORES BY YEARS IMPLEMENTING SBI, BY CORE COMPONENT

Core Component	Third-Year Schools	Second-Year Schools	First-Year Schools	Accelerated Schools	Quality Schools	District
Campus Leadership Team (CLT)	6.1	6.5	6.8	6.8	5.3	**6.8**
Campus Improvement Plan (CIP)	5.4	6.7	5.8	7.1	4.9	**6.3**
Collaborative Decision Making (CDM)	5.8	6.7	6.5	7.4	4.6	**6.4**
Communication	5.4	6.3	6.0	7.5	4.0	**6.0**
Training	4.1	4.9	4.1	6.5	2.6	**4.6**
Parent/Community Involvement	4.4	5.7	4.8	6.1	3.3	**5.2**
School Board Support	3.1	4.0	3.7	4.8	2.4	**3.4**
Central Office Support	4.0	4.5	4.3	5.8	3.6	**4.3**
Assessment/Evaluation	4.3	5.0	4.7	5.9	3.5	**5.1**
TOTAL	**4.9**	**5.7**	**5.2**	**6.5**	**3.9**	**5.4**

Campus Improvement Plan

The Campus Improvement Plan (CIP) is developed annually by every CLT. The CIP outlines short- and long-term goals based on student outcomes and plans to monitor and evaluate progress made toward the accomplishment of these objectives. The CIP addresses individual campus needs, includes the AISD goals addressed by each campus objective, and relates Academic Excellence Indicators, established by the TEA, to each campus objective. The CIPs are approved by the area superintendents and the Board of Trustees. *Districtwide, teachers believe CIPs are only partially implemented.* Schools implementing SBI for two years have the highest CIP implementation score, and schools implementing SBI for three years have the lowest CIP implementation score. See Figures 2 and 4.

Collaborative Decision Making

Collaborative decision making (CDM) is a decision-making model in which input is encouraged from members of the CLT (and indirectly from the entire faculty), and consensus is used in making final decisions. *Teachers believe CDM is only partially implemented*

districtwide; however, the score of 6.4 shows that CDM is the second most implemented component of the nine core components. See Figures 2 and 4.

FIGURE 3
IMPLEMENTATION INDEX TOTAL SCORES BY YEARS IMPLEMENTING SBI

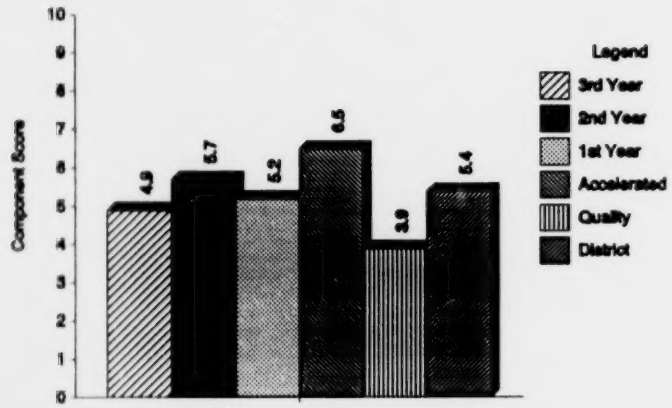
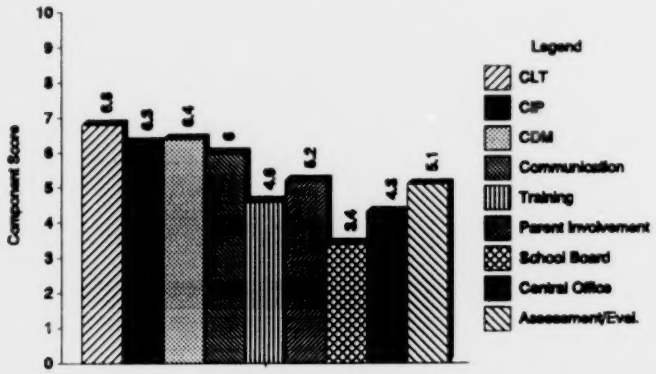


FIGURE 4
IMPLEMENTATION SCORES FOR SBI CORE COMPONENTS



Communication

Communication is an important factor in successful SBI implementation. Communication is a two-way information flow which keeps faculty, parents, and other interested "stakeholders" informed and involved in campus activities and decisions (see Attachment C). On a parent survey, parents said that communication is very important and that SBI has increased communication between school administrators, teachers, and parents. Parents said better communication allowed them to view the school from differing perspectives: the teacher's, the principal's, and the student's. See "Parent Survey," page 20. *Districtwide, teachers believe the communication component of SBI is only partially implemented.* See Figures 2 and 4.

Training

The 16 1990-91 SBI pilot schools received three days of training from a team of consultants and one day of campus planning in August 1990. Many pilot school participants considered the training to be too theoretical. These participants worked to develop a more technical and practical training for the next group of schools which implemented SBI during 1991-92. This training was provided to those schools in spring 1991 and during the following year to all other campuses districtwide.

Unlike the previous two years, the 1992-93 budget provided for no formal SBI training for the campuses. In April 1993, the only SBI-related training was a three-hour session on the Campus Improvement Plan, which was provided to all vertical teams in the District. The focus of this training was goal setting and effective strategies for achieving those goals. To address this lack of training, the assistant superintendents suggested that campus SBI training requirements should be defined. They also believe that parents can benefit from SBI training.

In 1992-93, to assist with SBI-related activities, Accelerated Schools training was provided to seven campuses (five elementary schools, one middle school, and one high school). With the three elementary schools which received Accelerated Schools training in 1991, and the plan for providing this training to 45 more AISD schools in the summer of 1993, AISD should begin the 1993-94 school year with 55 campuses having received Accelerated Schools training.

Similarly, eight campuses (three elementary schools, three middle schools, and two high schools) received Quality Schools training in the spring of 1993. With the elementary schools which received this training the previous spring, the District now has 10 schools that have received Quality Schools training.

Districtwide, teachers believe that the training component of SBI is minimally implemented. See Figures 2 and 4.

Parent/Community Involvement

The development of the parent/community relationship with the school is emphasized in SBI. Parent/community involvement is important to the successful implementation of SBI, because parents and other community members are recruited to serve on CLTs and other school committees.

Teachers surveyed think that parent/community involvement is only partially implemented, (see Figures 2 and 4). *On the 1992-93 School Climate Survey campus professionals were less positive about the school's relationship with the home and the school community this year than in years past.* Increased expectations resulting from the implementation of SBI could partially explain this year's decline; however, high expectations would not explain the downward trend since 1988-89. In 1988-89, 91% of District professionals agreed or strongly agreed that "our school has positive relations with the home and school community." In 1992-93, the percentage of professionals who agreed or strongly agreed with that same statement decreased to 85%. See *It's About Schools: 1992-93 Report on Surveys* (ORE Publication No. 92.37) for complete findings.

On the parent survey, three in four parents involved in SBI said that SBI has stimulated new parent/community participation. Many parents, however, said that getting parents and the community involved in the SBI process for the long-term is difficult because of the time commitment. See "Parent Survey," page 20. The intent of SBI was to draw parents who would not ordinarily be involved in the school into school activities.

The assistant superintendents, when asked about the role of the community in SBI, responded that for SBI to succeed, the community had to be a partner with the District to share information and expertise. One said "local companies should include schools in their training, especially computer skills training, and could provide other resources to supplement schools' activities." One also said that "SBI should use outcome-based strategies, and those outcomes should be publicly derived to allow for transmission of the school's vision to the community and other stakeholders."

School Board Support

School Board support is essential to the full implementation and success of SBI. *Teachers believe that School Board support is minimally implemented. The districtwide implementation score of 3.4 was the lowest score of the nine essential components.* See Figures 2 and 4. For full SBI implementation, the School Board must supply assistance and encouragement to the campuses concerning their SBI efforts.

Central Office Support

Central office support is also very important to successful SBI implementation. *Teachers believed that central office support is minimally implemented.* For full SBI implementation, central office staff must supply assistance and encouragement to the campuses concerning their SBI efforts. See Figures 2 and 4.

The assistant superintendents noted that the role of the central office is to provide a strong central leadership core, set parameters with latitude, and to remove barriers. On the parent survey, parents said they want to use central office as a resource to request data and obtain help as necessary. However, many parents believed that central office had not satisfactorily helped when called upon to offer support. See "Parent Survey," page 21.

Assessment/Evaluation

The final step in a successful SBI implementation is the ability of the school to assess and evaluate the success of its programs. The school must determine its progress on specific goals, objectives, and activities as outlined in its CIP. *Teachers believe assessment/ evaluation activities are only partially implemented districtwide.* See Figures 2 and 4.

School Climate Survey

The belief that a school's environment or atmosphere can affect student achievement is widely held. Research on the unique effects of different school environments has supported the contention that school characteristics are important. Research is directed at identifying effective schools and their characteristics (Good & Brody, 1986). To determine school climate, ORE administers an annual School Climate Survey. The survey asks teachers to respond to 24 statements by answering either "strongly agree," "agree," "disagree," or "strongly disagree." For further information, see *It's About Schools: 1992-93 Report on Surveys* (ORE Publication No. 92.37).

ANALYSIS BY FACTORS

Method

The School Climate Survey results can be interpreted in terms of the survey's underlying factor structure, which can be determined by a factor analysis. A factor analysis is a statistical method that looks for patterns in data. This analysis attempts to cluster like items on the survey into categories based upon how the respondents answered the questions (Cliff, 1987). Clusters of like items are formed by detecting similarities among different persons' responses to items. The assumption is that the School Climate Survey measures more than one discrete factor (but not in a perfect manner).

The School Climate Survey was factor analyzed, and three factors were extracted (Paredes, 1991). For this report, however, only two factors were considered relevant to SBI. Factor I describes teachers as professionals and includes items associated with job climate, school leadership, and working conditions. Factor II relates to teachers' belief in students' ability to achieve mastery and included items associated with conditions conducive to learning and achievement. The five survey items having the highest correlation to each of these two factors were analyzed (see Figure 5).

For each school, a factor score was computed which indicated how strongly the school reflected the factor in the responses. The following numerical assignments for the survey responses were used: "strongly agree" (2), "agree" (1), "disagree" (-1), and "strongly disagree" (-2). For more information concerning the factor analysis, see *A Study of School Climate and Student Achievement* (ORE Publication No. 91.17).

FIGURE 5
SCHOOL CLIMATE SURVEY ITEMS WITH HIGHEST CORRELATION TO STUDENT ACHIEVEMENT

TEACHER AS A PROFESSIONAL	TEACHERS' BELIEF IN STUDENTS' ABILITY TO ACHIEVE MASTERY
1. The principal is willing to discuss problems with professionals.	1. Our school staff believes and demonstrates that all students can attain mastery.
2. My decisions as a professional are supported and respected by my campus administrator.	2. Our school staff has high expectations for success.
3. The channels of communication among the faculty, administrators, and other staff at my building are open and adequate.	3. Our school has a clear and focused mission through which our entire staff shares an understanding and commitment to school goals.
4. The resolution of conflict or problems is addressed positively in my school.	4. Our school staff works together to improve instruction.
5. There is collaborative planning and decision making in my school.	5. At our school there is frequent monitoring of student progress. The results of assessments are used to improve individual student proficiency.

Results

From 1991 to 1993, teacher responses on the School Climate Survey showed a decrease in agreement to items making up two of its major factors: teachers being treated as professionals and teachers' belief in students' ability to achieve mastery.

Regarding the issue of "the teacher as a professional," the level of agreement among teachers decreased at all phases of SBI implementation, except among teachers at elementary schools implementing SBI for three years and teachers at high schools implementing SBI for one year. See Figure 6.

On a scale of 2 (strongly agree) to -2 (strongly disagree), the level of agreement among elementary school teachers implementing SBI for three years increased with respect to factor I, teachers treated as professionals, from 1.08 to 1.14. Agreement among teachers at high schools implementing SBI for one year increased, from .57 to .85, with factor I. Levels of agreement with factor I among teachers at Accelerated Schools and Quality Schools decreased, from .91 to .79 and from .78 to .32, respectively. See Figure 6.

The teachers' level of agreement with the statement that they "believe in the students' ability to achieve mastery" has also decreased. Among teachers at Quality Schools the level of

agreement for factor II decreased from 1.02 to .71. Only at Accelerated Schools did the level of agreement with factor II increase, from 1.08 to 1.14. See Figure 6.

FIGURE 6
LEVEL OF AGREEMENT BY SCHOOL CLIMATE FACTORS
BY YEARS IMPLEMENTING SBI

	Teachers as professionals		Teachers' belief in students' ability to achieve mastery	
	1991	1993	1991	1993
Third-Year Schools				
High Schools	.93	.86	1.15	.93
Middle Schools	.59	.38	.86	.70
Elementary Schools	1.08	1.14	1.43	1.35
Second-Year Schools				
High Schools	.82	.69	.89	.88
Middle Schools	.91	.72	1.03	.96
Elementary Schools	1.16	.96	1.43	1.31
First-Year Schools				
High Schools	.57	.85	.79	.71
Middle Schools	.95	.67	1.20	.87
Elementary Schools	1.06	.87	1.36	1.20
Accelerated Schools	.91	.79	1.08	1.14
Quality Schools	.78	.32	1.02	.71

Strongly Agree = 2	Disagree = -1
Agree = 1	Strongly Disagree = -2

TREND ANALYSIS

A trend analysis was performed by comparing the percentage of teachers who answered "agree" or "strongly agree" to the 24 items on the School Climate Survey. A percentage score averaged across the 24 items was calculated for each school and for each phase of SBI. The agreement indices range from the year before project implementation (1991) to the current school year (1993).

School Climate results for AISD from 1989-90 to 1992-93, have also shown a decrease in degree of agreement. The percentage of teachers who "agreed" or "strongly agreed" with the 24 survey items decreased from 90% in 1989-90 to 86% in 1992-93. See Figure 7. For detailed information on the School Climate Survey, see *It's About Schools: 1992-93 Report on Surveys* (ORE Publication No. 92.37).

Most of the schools that have implemented SBI for three years have levels of agreement equal to or less than the levels of agreement they had the year before SBI implementation.

The pattern that emerges for schools implementing SBI for three years suggests that a drop in degree of teacher agreement with survey items tends to occur from the year before to the first year of SBI implementation. For middle/junior high schools, this decline is followed by a further decline from the first year to the second year, and from the second year to the third year of SBI implementation. For elementary schools, the decline is followed by an increase from the first to the second year. The slight increase is then followed by a slight decrease from the second to the third year. See Figure 8.

The trend is different for high schools implementing SBI for three years, which experienced an increase in level of agreement from the year before to the first year of SBI implementation. High schools then experience a decrease from the first to the second year, and from the second to the third year of SBI implementation. See Figure 8.

FIGURE 7
AISD SCHOOL CLIMATE SURVEY
FOUR-YEAR TREND ANALYSIS DISTRICTWIDE

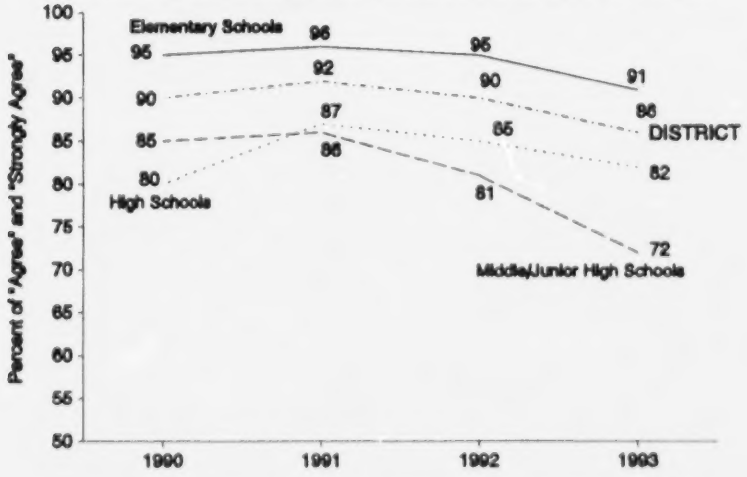
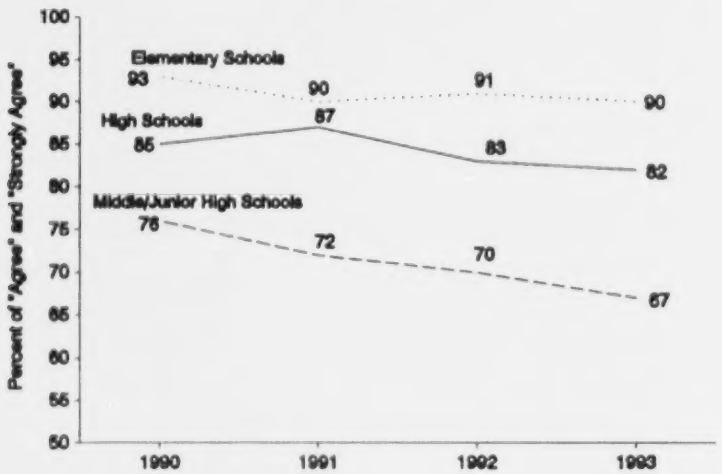


FIGURE 8
AISD SCHOOL CLIMATE SURVEY
FOUR-YEAR TREND ANALYSIS AT THIRD-YEAR SBI SCHOOLS



The pattern that emerged for high school and elementary schools implementing SBI for two years suggests that a slight decrease in the degree of teacher agreement with survey items tends to occur from the year before to the first year of SBI. During the same period, middle/junior high schools which have been implementing SBI for two years experienced a slight increase in the degree of agreement with the survey items. From the first to the second year of SBI implementation, middle/junior high schools and elementary schools experienced another decline in the degree of agreement, while the level of agreement at high schools remained constant. See Figure 9.

The pattern that emerges for schools in the first year of SBI implementation shows a decrease in degree of teacher agreement to survey items from the year before to the first year of SBI implementation. See Figure 10.

FIGURE 9
AISD SCHOOL CLIMATE SURVEY
THREE-YEAR TREND ANALYSIS AT SECOND-YEAR SBI SCHOOLS

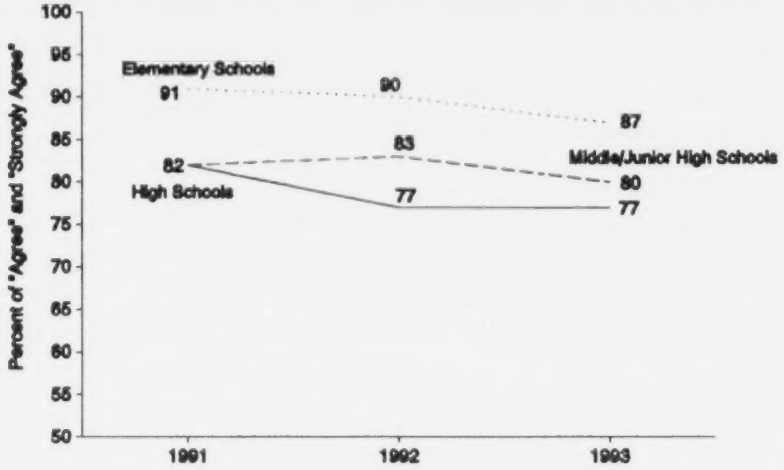
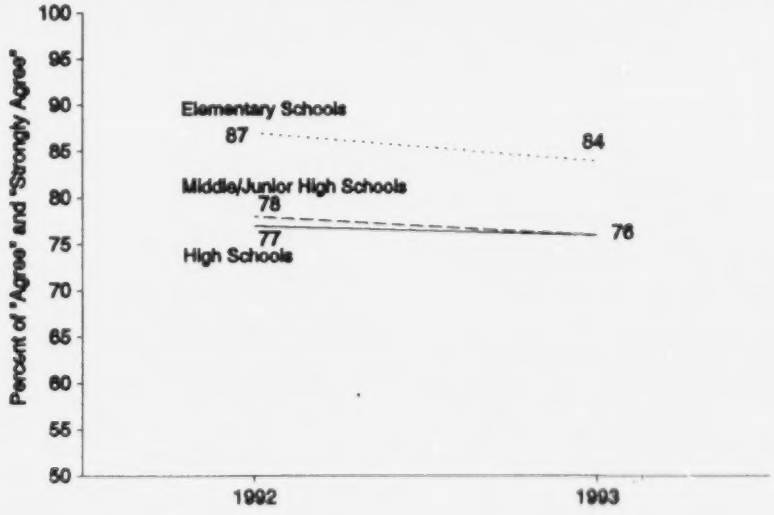


FIGURE 10
AISD SCHOOL CLIMATE SURVEY
TWO-YEAR TREND ANALYSIS AT FIRST-YEAR SBI SCHOOLS



PARENT SURVEY

METHOD

To obtain input from parents involved in SBI, interviews and a parent survey were conducted. See Attachment H for the survey questions. The survey was intended to solicit the opinions, perceptions, and comments of a sample of parents who are currently involved in the SBI program on their children's campuses. A sample of 52 parents was contacted by telephone in the evening during April and May 1993. **Survey results should be interpreted with caution as the results are not from a random sample of all parents at the school, but are rather from a sample of those parents known to be extremely involved with SBI.**

Parents were asked eight yes/no questions and two open-ended questions. They were also allowed to provide a comment on any of the yes/no questions. Twenty parents from third-year schools, three parents from second-year schools, and 29 parents from first-year schools were interviewed. See Figure 11 for survey results.

RESULTS

Stimulate New Parent/Community Participation

The survey showed that nearly three in four (73%) of the 52 parents surveyed believe that SBI has stimulated new parent/community participation. Parents at campuses at all levels of implementation agreed that SBI has increased parental involvement at their schools. Parents at first-year schools were the least likely to agree, as 62% agreed that SBI has stimulated new parent/community participation.

Parents at all implementation phases said that getting many parents/community members involved in the SBI process for the long-term is difficult because of the necessary time commitment and because of the problem with attending meetings scheduled during normal working hours. Several parents also noted that those parents involved in SBI are the same ones always involved in other school activities. Another problem expressed by a few parents was that although they attended the meetings, they were not encouraged or allowed to participate in the decision-making process.

FIGURE 11
1993 SBI PARENT SURVEY RESULTS

	All Schools	Third-Year Schools	Second-Year Schools	First-Year Schools
Do you believe that SBI has stimulated new parent/ community participation?	Yes - 73% (38) No - 23% (12) Do Not Know - 4% (2)	Yes - 85% (17) No - 15% (3) Do Not Know - 0%	Yes - 100% (3) No - 0% Do Not Know - 0%	Yes - 62% (18) No - 31% (9) Do Not Know - 7% (2)
Do you think your campus considers the guidelines for SBI to be clearly defined?	Yes - 50% (26) No - 33% (17) Do Not Know - 17% (9)	Yes - 35% (8) No - 39% (9) Do Not Know - 26% (6)	Yes - 100% (3) No - 0% Do Not Know - 0%	Yes - 58% (15) No - 31% (8) Do Not Know - 11% (3)
Has your campus been able to identify its unique needs and articulate those to central office?	Yes - 71% (37) No - 13% (7) Do Not Know - 15% (8)	Yes - 67% (16) No - 8% (2) Do Not Know - 25% (6)	Yes - 100% (3) No - 0% Do Not Know - 0%	Yes - 72% (18) No - 20% (5) Do Not Know - 8% (2)
If so, do you think these needs have been met satisfactorily?	Yes - 68% (25) No - 5% (2) Do Not Know - 10% (10)	Yes - 75% (12) No - 6% (1) Do Not Know - 19% (3)	Yes - 67% (2) No - 0% Do Not Know - 33% (1)	Yes - 61% (11) No - 6% (1) Do Not Know - 33% (6)
Does the overall attitude at your campus seem generally positive toward SBI, as a means of eventually achieving the AISD objectives?	Yes - 79% (41) No - 11% (6) Do Not Know - 10% (5)	Yes - 71% (15) No - 19% (4) Do Not Know - 10% (2)	Yes - 100% (3) No - 0% Do Not Know - 0%	Yes - 79% (23) No - 10% (3) Do Not Know - 10% (3)
Do you know of obstacles which your campus has successfully overcome in order to implement SBI?	Yes - 52% (27) No - 35% (18) Do Not Know - 13% (7)	Yes - 55% (11) No - 35% (7) Do Not Know - 10% (2)	Yes - 33% (1) No - 33% (1) Do Not Know - 33% (1)	Yes - 52% (15) No - 34% (10) Do Not Know - 14% (4)
Do you know of examples in which your campus successfully tailored curriculum to meet specific needs of students? (If so, describe.)	Yes - 62% (32) No - 23% (12) Do Not Know - 15% (8)	Yes - 63% (12) No - 32% (6) Do Not Know - 5% (1)	Yes - 33% (1) No - 33% (1) Do Not Know - 33% (1)	Yes - 63% (19) No - 17% (5) Do Not Know - 20% (6)
Are there modifications to the CIP which you think might improve its effectiveness?	Yes - 58% (30) No - 23% (12) Do Not Know - 19% (10)	Yes - 58% (11) No - 26% (5) Do Not Know - 16% (3)	Yes - 67% (2) No - 0% Do Not Know - 33% (1)	Yes - 57% (17) No - 23% (7) Do Not Know - 20% (6)
To your knowledge, are SBI decisions on your campus being based on programs and practices known to be currently effective?	Yes - 79% (41) No - 4% (2) Do Not Know - 17% (9)	Yes - 85% (17) No - 0% Do Not Know - 15% (3)	Yes - 100% (3) No - 0% Do Not Know - 0%	Yes - 78% (21) No - 0% Do Not Know - 22% (6)

SBI Guidelines Not Clearly Defined

Only half (50%) of parents interviewed indicated that their campus considered the SBI guidelines to be clearly defined, and the majority of parents could not identify the guidelines. Despite the fact that the majority of parents at first- and second-year schools believed that SBI guidelines were clearly defined, many of those parents were unable to identify the SBI guidelines. Only one in three parents at third-year schools considered the SBI guidelines to be clearly defined and was able to identify those guidelines.

Parents at third-year schools responded that they were just now considering the SBI guidelines in their decision-making process. One parent at a second-year school said that initially the guidelines were very broad and the school had more freedom with its decisions; however, the parent thinks that in the past year more and more rules and restrictions have been placed on the schools to conform to the District's system.

Identify Unique Campus Needs

Parents were asked whether their campus has been able to identify its unique needs (training, etc.) and articulate those needs to central office, and if so, whether those needs were met satisfactorily. *Nearly three fourths (71%) of parents said the CLT has identified the unique needs of the campus and articulated those needs to central office. Of those same parents, 68% thought those needs were satisfactorily met by central office.*

Achieving AISD Objectives

Eight out of ten parents (79%) said that the overall attitude at their campus was generally positive toward SBI as a means of eventually achieving the AISD strategic objectives. Seventy-one percent of parents at third-year, 100% at second-year, and 79% at first-year schools concurred that SBI was a means of achieving the AISD strategic objectives. Not all parents agreed, however. One parent at a third-year school noted that he had never heard the faculty discuss the District's objectives and doubted whether the faculty considered them "our" objectives. Several parents at one first-year school noted that the majority of parents, teachers, and students at their school were unaware of SBI and the AISD strategic objectives.

Obstacles Which Have Been Overcome

Parents were asked whether they knew of obstacles which their campus had successfully overcome in order to implement SBI. At all schools, over half of the parents surveyed knew of obstacles that their school had overcome. *Fifty-five percent of parents at third-year schools, 33% at second-year schools, and 52% at first-year schools knew of obstacles that their campus had overcome in the implementation of SBI.*

The biggest obstacle noted by parents at all phases of SBI implementation was the faculty. Many parents indicated that the school faculty did not include parents in the meetings because teachers thought parents had no understanding of school issues. Also, parents thought many teachers were skeptical concerning the success of the SBI program. Another obstacle noted by many parents was changing to a new principal and adapting to a different leadership style. Communication among parents, the community, and the schools was another major obstacle, as was finding a convenient CLT meeting time for all parents.

Examples of Tailored Curriculum

Over half (62%) of the parents surveyed knew of examples in which their campus successfully tailored curriculum to meet specific needs of students. The changes parents noted included year-round school, a 10-minute drug program talk time during lunch, changes in dismissal times and teacher planning periods, the institution of a whole language program, implementation of Spanish curriculum into kindergarten and grade 1, interdisciplinary units, and improvements to science and computer facilities. Many schools are planning other curriculum changes to meet their students' needs.

Modifications to Improve SBI Effectiveness

Over half (58%) of the parents interviewed said that modifications could be made to the CIP to improve its effectiveness. One parent said that the CIP could be condensed. Another parent noted that if the CIP deadline were May 31 or June 6 instead of April 30, the CLT could plan more effectively using test results. Many parents also indicated that long-term as well as one-year goals should be included in the CIP.

SBI Decisions are Based on Effective Programs and Practices

Nearly eight out of ten parents (79%) said that SBI decisions on their campus were based on programs and practices known to be currently effective. Parents at first-year schools were the least likely to say that SBI decisions on their campuses were based on effective programs and practices. One parent noted that the CLT looks to the research for solutions to some problems. However, the parent attributed these research methods to Accelerated Schools training, not SBI training.

Parental Attitude

Participation on the CLT has affected parental attitudes toward SBI, the school, and the teachers. *Most parents said they believed there was better communication among school administrators, teachers, parents, and students.* Parents said being better informed about the school allowed them to see the school from the differing perspectives of the teacher, the principal, and the student. Also, parents said that they were more involved in the school and the school decision-making process and had a sense of achievement after implementing

changes in the school. Not all of the parents had positive attitudes concerning SBI. Several parents were frustrated with the lack of change.

Important Changes Resulting from SBI

According to parents, many important changes on school campuses have resulted from SBI. Many parents considered the most important change produced by SBI to be better communication with parents and increased parent involvement. One parent told of his school's parent communication folder. The folder informed the parent weekly about his children's performance scholastically and whether any behavior problems existed.

Also under the auspices of SBI, parents indicated that many new and exciting programs were developed on different campuses to meet the specific needs of the children. These programs included year-round school, technology, and integrated curriculum. Several parents were excited about the increase in grades and test scores of students on their children's campuses. Despite these positive changes, several parents noted that SBI is far from complete. Parents commented that the schools are doing well and morale is up, but that they are by no means quality schools yet.

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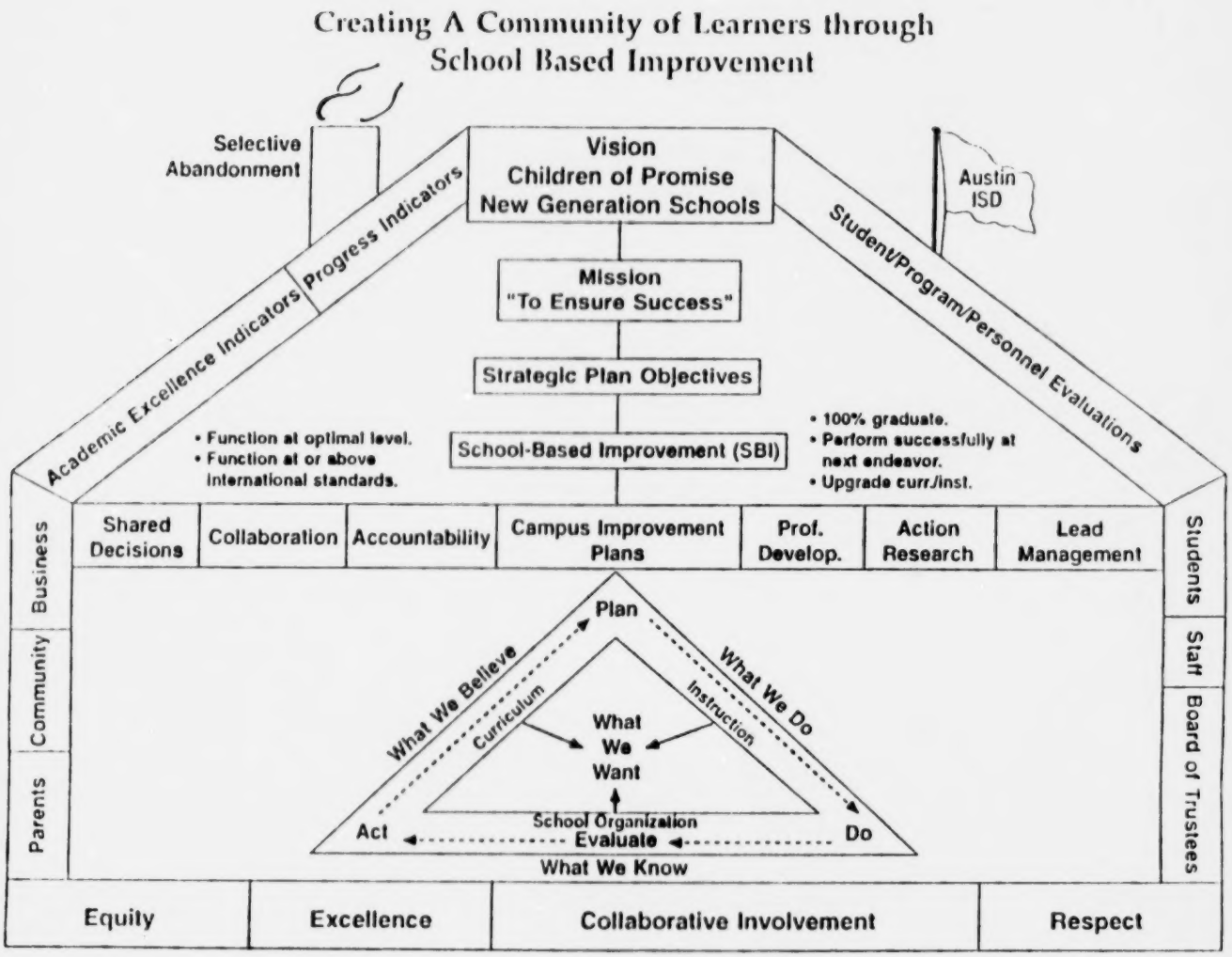
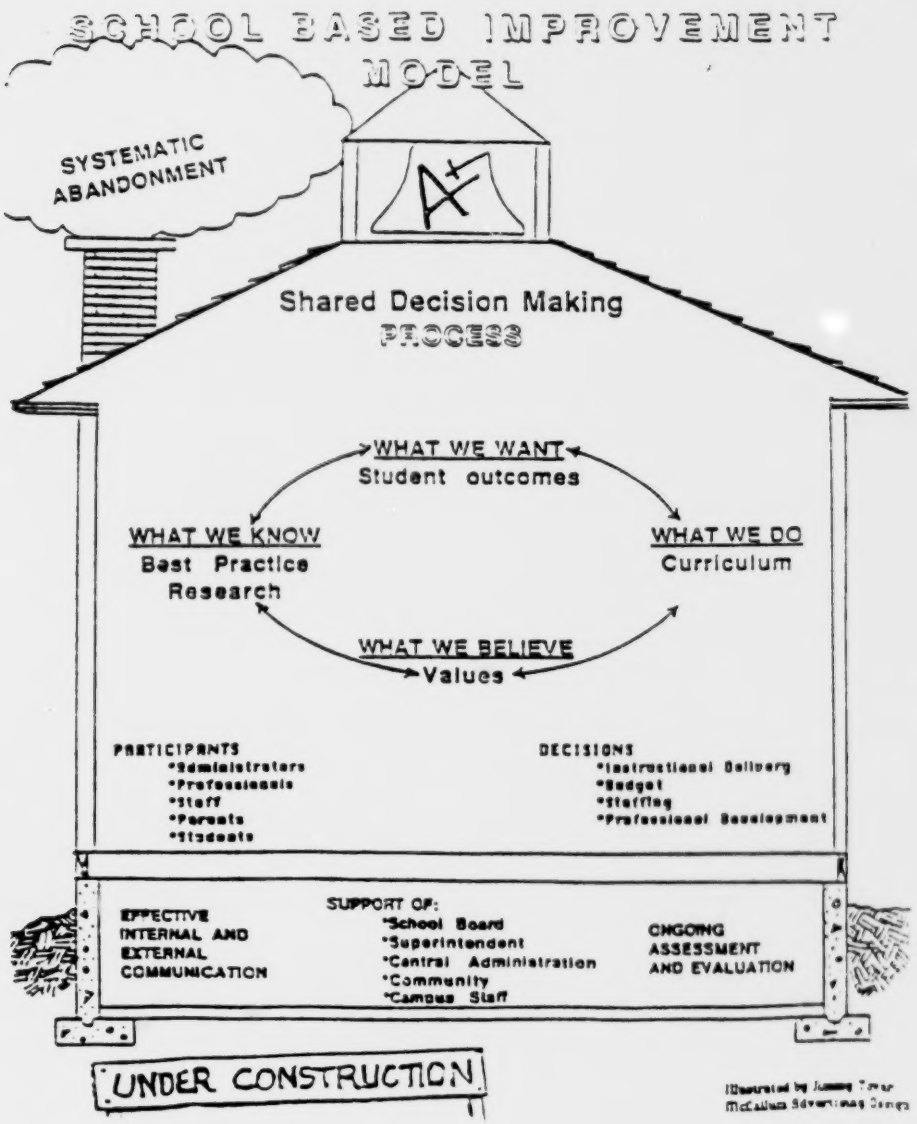
ATTACHMENT A
CURRENT SBI MODEL



Developed by the Empowerment Momentum Team, 1992-93.

ATTACHMENT B
FIRST SBI MODEL



Developed in 1990.

ATTACHMENT C
STRATEGY II ACTION PLAN SUMMARY

WE WILL IMPLEMENT PARTICIPATORY MANAGEMENT AT ALL LEVELS

GOAL:

To have participatory management involving all stakeholders throughout AISD.

Participatory management is defined as the process that provides for the active involvement of all stakeholders in planning, decision making, implementation, and evaluation for optimal student success. AISD recognizes that there are stakeholders among campus, District, and community that need to be part of the participatory management process. Key features of participatory management include active input, honest communication, trust, consensus, and demonstration of mutual respect.

AISD stakeholders are individuals, groups, or organizations within the geographical area of the District who have an interest in or who are affected by the District's operations. They include, but are not limited to, students, parents, educators, administrators, support staff, school board members, community representatives, businesses, churches, neighborhood associations, nonprofit organizations, other educational institutions, government agencies, and local taxpayers.

OBJECTIVES:

1. To involve all stakeholders so that optimal success for each student is the focus of all decisions within AISD.

2. To incorporate a commitment to participatory management in all AISD Board policies and administrative regulations.

3. To increase the involvement of all stakeholders in participatory management in all aspects of AISD operations.

4. To insure access for all stakeholders affected or impacted by a decision to be part of the participatory management process from the initial stages. (STIPULATION: The Board of Trustees and Superintendent recognize that this action plan is crucial to the success of the entire Strategic Plan.)

5. To evolve the District administration's functions from a directive role to a supportive role for participatory management.

6. To achieve mutual trust, honesty, and respect among all stakeholders.

AUSTIN ISD
227-901

ATTACHMENT D
AISD SBI POLICY

INSTRUCTIONAL GOALS AND OBJECTIVES: SCHOOL-BASED IMPROVEMENT — EAB (LOCAL)

The primary goal of the Austin Independent School District is to prepare all students to become life-long learners and to graduate with the skills necessary to become productive citizens who can compete globally in the 21st century. School-Based Improvement (SBI) is the primary process for implementing the strategic plan at the local campus.

SBI is a process for decentralizing decisions to improve the educational outcomes at every school campus through a collaborative effort by which principals, teachers, campus staffs, district staffs, parents, and community representatives assess educational outcomes for all students, determine goals and strategies, and ensure that strategies are implemented and adjusted to improve student achievement.

DECISION-MAKING PARAMETERS

Each campus staff is empowered with the necessary decision-making authority, responsibility and accountability required for goal setting, budgeting, staffing, campus organization, instructional delivery, use of resources, innovation and staff development in compliance with School District Policies and Regulations.

GOAL SETTING

Campus goals and mission statements are determined based on campus level of needs and analysis of campus level outcome data. All implementation activities designed to improve student achievement shall be self-directed and initiated by the campus staff to the extent possible within district, state, and federal guidelines.

BUDGETING

The principal shall develop the campus budget following input from the Campus Leadership Team and/or other appropriate individuals. Consideration will be given to account distributions of allocated funds based on the Campus Improvement Plan, program needs and student equity. The Board authorizes per pupil expenditure allocations to be freely transferred within function codes. Transfers between function codes and carryover from one year to the next are subject to Board approval as required by applicable law. Per pupil expenditure allocations transferred under SBI must be reviewed by the Campus Leadership Team and the Area Assistant Superintendent for Operations.

ATTACHMENT D (cont.)

INSTRUCTIONAL GOALS AND OBJECTIVES: EAB
SCHOOL-BASED IMPROVEMENT (LOCAL)

STAFFING	The principal shall approve all teacher and staff appointments from a pool of applicants selected by the district or applicants who meet the hiring requirements established by the district, following input from the Campus Leadership Team and/or other appropriate individuals. Each campus will be allocated staffing units based on current District formulas. The value of units will be based on the average salary determined for that category of employee. Campuses may choose to use staffing units to fund other identified program and student needs. After the end of the first six weeks of the school year, vacant units may be designated for this use only if the fall actual enrollment data justifies the allocation of the staffing units. Units converted to other uses should be treated as a one-year commitment only and dollars generated from the converted units should be used only for purposes that will be of a one-year duration.
CAMPUS ORGANIZATION	The principal shall have the responsibility to organize the school, the or staff, and the instructional program so that the organization reflects best use of available resources to meet campus goals and complies with District requirements and Board Policies.
CURRICULUM CONTENT	Each campus shall meet all federal, state and School District requirements related to programs and curriculum content for specific populations. Decisions related to innovative programs, instructional strategies and delivery of instruction, use of resources, and monitoring of programs and instruction shall be within the purview of each campus.
STAFF DEVELOPMENT	A staff development plan will be developed by each campus with consideration of the goals and objectives as outlined in the Campus Improvement Plan.
ACCOUNTABILITY	Each campus will participate in districtwide and statewide accountability and evaluation activities required by TEA, local policy, special program funding agencies and approved evaluations.

ATTACHMENT D (cont.)

AUSTIN ISD
227-901

INSTRUCTIONAL GOALS AND OBJECTIVES: EAB
SCHOOL-BASED IMPROVEMENT (LOCAL)

MEDIATION/ APPEAL PROCESS	When conflicts cannot be resolved at the campus level, requests for mediation shall be directed to the appropriate Assistant Superintendent for Operations who may resolve the conflict or refer it to a conflict resolution process.

ISSUED DATE: ADOPTED: 6/8/92 AMENDED:

RELATED POLICIES:

ATTACHMENT E
HOUSE BILL 2885

House Bill 2885
(May, 1991)

SITE-BASED DECISION MAKING

TEC §21.931

(a) Each school district shall develop and implement a plan for site-based decision making not later than September 1, 1992. Each district shall submit its plan to the commissioner of education for approval.

(b) Each district's plan:

(1) shall establish school committees;

(2) may expand on the process established by the district for the establishment of campus performance objectives; and

(3) shall outline the role of the school committees regarding decision making related to goal setting, curriculum, budgeting, staffing patterns, and school organization.

(c) A school committee established under this section shall include community representatives. The community representatives may include business representatives.

(d) The commissioner may not approve a plan that the commissioner determines contains one or more provisions that may be construed as limiting or affecting the power of the board of trustees of the school district to govern and manage the district or as limiting the responsibilities of the trustees.

(e) The commissioner shall identify or make available to school districts various models of implementing site-based decision making under this section not later than January 1, 1992.

The commissioner shall arrange for training in site-based decision making through one or more sources for school board trustees, superintendents, principals, teachers, parents, and other members of school committees.

(f) Nothing in this section may be construed as creating a new cause of action or as requiring collective bargaining.

ATTACHMENT F
IMPLEMENTATION INDEX

1. To what degree is the Campus Leadership Team essential to the implementation of SBI?
2. To what degree is the Campus Improvement Plan essential to the implementation of SBI?
3. To what degree is collaborative decision making essential to the implementation of SBI?
4. To what degree is communication (designed to keep faculty, parents, and others informed of and involved in campus activities/decisions) essential to the implementation of SBI?
5. To what degree is SBI-related training essential to the implementation of SBI?
6. To what degree is parent/community involvement essential to the implementation of SBI?
7. To what degree is School Board support essential to the implementation of SBI?
8. To what degree is central office support essential to the implementation of SBI?
9. To what degree is the CIP assessment/evaluation component essential to the implementation of SBI?
10. To what degree is the Campus Leadership Team currently contributing to meeting SBI objectives on your campus?
11. To what degree is the Campus Improvement Plan currently contributing to meeting SBI objectives on your campus?
12. To what degree is collaborative decision making currently contributing to meeting SBI objectives on your campus?
13. To what degree is communication (designed to keep faculty, parents, and others informed of and involved in campus activities/decisions) currently contributing to meeting SBI objectives on your campus?
14. To what degree is SBI-related training currently contributing to meeting SBI objectives on your campus?
15. To what degree is parent/community involvement currently contributing to meeting SBI objectives on your campus?
16. To what degree is School Board support currently contributing to meeting SBI objectives on your campus?
17. To what degree is central office support currently contributing to meeting SBI objectives on your campus?
18. To what degree is the CIP assessment/evaluation component currently contributing to meeting SBI objectives on your campus?

ATTACHMENT G
AEIS INDICATORS BY SCHOOL

ELEMENTARY

SCHOOL	GRADE 3 TAAS ALL TESTS TAKEN DIFFERENCE FROM GROUP AVERAGE 1992	1993	CHANGE
ALLAN	8.6	-8.6	-17.2
ALLISON	5.5	-12.8	-18.3
ANDREWS	-1.3	8.4	9.7
BARRINGTON	-6.0	13.9	19.9
BARTON HILLS	13.2	5.2	-8.0
BECKER	-0.7	29.9	30.6
BLACKSHEAR	5.8	-14.0	-19.8
BLANTON	-9.3	-1.1	8.2
BOONE	-0.3	-13.8	-13.5
BRENTWOOD	-18.9	-4.9	14.0
BROOKE	16.2	11.7	-4.5
BROWN	26.6	-20.1	-46.7
BRYKERWOODS	-5.1	8.7	13.8
CAMPBELL	15.0	-12.1	-27.1
CASIS	13.5	6.8	-6.7
COOK	-7.8	-18.2	-10.4
CUNNINGHAM	-17.4	-21.3	-3.9
DAVIS	0.0	4.3	4.3
DAWSON	17.3	-18.2	-35.5
DOSS	2.2	6.3	4.1
GALINDO	19.2	5.9	-13.3
GOVALLE	13.2	5.8	-7.4
GRAHAM	-9.5	1.1	10.6
GULLETT	2.7	7.8	5.1
HARRIS	18.6	-11.1	-29.7
HIGHLAND PARK	11.2	7.8	-3.4
HILL	1.9	9.1	7.2
HOUSTON	-2.0	-1.3	0.7
JORDAN	0.0	-17.5	-17.5
JOSLIN	1.0	-9.4	-10.4
KIKER	0.0	5.4	5.4
KOCKUREK	-22.0	-6.4	15.6
LANGFORD	-17.0	5.7	22.7
LEE	16.0	8.0	-8.0
LINDER	7.2	-17.2	-24.4
MAPLEWOOD	33.3	13.3	-20.0
MATHEWS	17.1	23.8	6.7
MENCHACA	0.4	-11.8	-12.2
METZ	-4.6	8.0	12.6
NORMAN	-2.0	-11.1	-9.1
OAK HILL	1.7	0.5	-1.2
OAK SPRINGS	-13.6	0.0	13.6
ODOM	-0.4	5.7	6.1
ORTEGA	31.5	25.9	-5.6
PALM	-15.0	-13.2	1.8
PATTON	9.5	7.5	-2.0
PEASE	6.0	14.0	8.0
PECAN SPRINGS	15.4	7.3	-8.1
PILLOW	17.1	11.5	-5.6
PLEASANT HILL	-7.1	-29.0	-21.9
REILLY	17.2	2.6	-14.6
RIDGETOP	-15.0	-1.3	13.7
SANCHEZ	22.3	18.3	-4.0
SIMS	4.0	-15.6	-19.6
ST ELMO	-6.5	7.8	14.3
SUMMITT	-7.4	-0.2	7.2
SUNSET VALLEY	-8.0	8.6	16.6
TRAVIS HGHTS	1.3	9.7	8.4
WALNUT CREEK	-1.1	-1.4	-0.3
WIDEN	-7.6	-9.7	-2.1
WILLIAMS	4.5	-16.9	-21.4
WINN	0.6	-17.1	-17.7
WOOLDRIDGE	-6.2	-2.1	4.1
WOOTEN	2.2	5.3	3.1
ZAVALA	-8.6	2.6	11.2
ZILKER	-1.0	1.8	2.8
AISD vs. GROUP	-0.1	3.6	+3.7

JUNIOR HIGH/MIDDLE SCHOOL

SCHOOL	GRADE 7 TAAS ALL TESTS TAKEN DIFFERENCE FROM GROUP AVERAGE 1992	1993	CHANGE
BEDICHEK	-1.0	-11.2	-10.2
BURNET	-6.6	-2.3	4.3
COVINGTON	-3.2	1.9	5.1
DOBIE	10.1	-10.9	-21.0
FULMORE	0.6	1.2	0.6
KEALING	18.1	24.5	6.4
LAMAR	2.6	-0.3	-2.9
MARTIN	11.2	6.2	-5.0
MENDEZ	-10.6	-9.9	0.7
MURCHISON	1.9	7.3	5.4
O HENRY	-0.9	3.7	4.6
PEARCE	-4.0	-9.5	-5.5
PORTER	3.4	-4.2	-7.6
WEBB	N/A	-5.0	N/A
AISD vs. GROUP	+9.0	+7.8	-1.2

HIGH SCHOOL

SCHOOL	GRADE 11 TAAS +/- GROUP 1992	1993	CHANGE
ANDERSON	14.8	15.7	0.9
AUSTIN	7.3	2.1	-5.2
BOWIE	6.0	9.2	3.2
CROCKETT	2.2	-6.5	-8.7
EVENING	N\A	-29.3	-29.3
JOHNSTON	2.3	-2.4	-4.7
LANIER	3.8	-9.2	-13.0
LBJ	21.2	6.3	-14.9
MCCALLUM	5.9	0.2	-5.7
REAGAN	0.1	-2.7	-2.8
ROBBINS	-23.8	-19.7	4.1
TRAVIS	-6.9	-5.3	1.6
AISD vs GROUP	+11.7	+2.7	-9.0

ATTACHMENT H
QUESTIONS FOR SBI PARENT TELEPHONE INTERVIEWS

1. Do you believe that SBI has stimulated new parent/community participation?
   YES NO DO NOT KNOW

2. Do you think your campus considers the guidelines for SBI to be clearly defined?
   YES NO DO NOT KNOW

3. In your opinion, has your campus been able to identify its unique needs (training, etc.) and articulate these to central office?
   YES NO DO NOT KNOW

   If so, do you think these needs have been met satisfactorily?
   YES NO DO NOT KNOW

4. Does the overall attitude at your campus seem generally positive toward SBI, as a means of eventually achieving the AISD objectives?
   YES NO DO NOT KNOW

5. Do you know of obstacles which your campus has successfully overcome in order to implement SBI? (If so, describe.)
   YES NO DO NOT KNOW

6. Do you know of examples in which your campus successfully tailored curriculum to meet specific needs of students? (If so, describe.)
   YES NO DO NOT KNOW

7. Are there modifications to the CIP which you think might improve its effectiveness? (If so, describe.)
   YES NO DO NOT KNOW

8. To your knowledge, are SBI decisions on your campus being based on programs and practices known to be currently effective? (You may have heard this referred to as "Best Practice Research.")
   YES NO DO NOT KNOW

9. How has participation on the Campus Leadership Team affected your attitude toward the SBI process?

10. To your knowledge, what are the most important changes on your campus which have resulted from SBI?

Austin Independent School District

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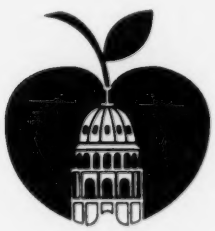

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Publication Number 92.32

November, 1993